Calhoun
Institutional Archive of the Naval Postgraduate School

Calhoun: The NPS Institutional Archive

DSpace Repository

Theses and Dissertations | 1. Thesis and Dissertation Collection, all items

1973-03

Managerial turnover: process and boundary conditions.

Kamrath, Robert Allan

Monterey, California. Naval Postgraduate School

http://hdl.handle.net/10945/16690

This publication is a work of the U.S. Government as defined in Title 17, United States Code, Section 101. Copyright protection is not available for this work in the United States.

Downloaded from NPS Archive: Calhoun

DUDLEY KNOX LIBRARY

http://www.nps.edu/library

Calhoun is the Naval Postgraduate School's public access digital repository for research materials and institutional publications created by the NPS community. Calhoun is named for Professor of Mathematics Guy K. Calhoun, NPS's first appointed -- and published -- scholarly author.

Dudley Knox Library / Naval Postgraduate School
411 Dyer Road / 1 University Circle
Monterey, California USA 93943

MANAGERIAL TURNOVER:
PROCESS AND BOUNDARY CONDITIONS

Robert Allan Kamrath

NAVAL POSTGRADUATE SCHOOL
Monterey, California

THESIS

MANAGERIAL TURNOVER:

PROCESS AND BOUNDARY CONDITIONS

by

Robert Allan Kamrath

Thesis Advisor: William J. Haga

March 1973

T 154584

Approved for public release; distribution unlimited.

Managerial Turnover:

Process and Boundary Conditions

by

Robert Allan Kamrath
Lieutenant Commander, United States Navy
B.S.M.E., University of Wisconsin, 1966

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL

March 1973

Library
Naval Postgraduate School
Monterey, California

ABSTRACT

Sixty university administrators were studied as a cohort for a year to determine attitudinal elements of job turnover. A triangulated perspective was produced by investigating the role demands of a focal manager as perceived by the focal respondent, supervisor, and subordinates. Data was collected at four time points during the year. The variables related to managerial turnover were: demand for supervisory consideration and structuring, supervisory leadership style, job satisfaction, and biographical factors. Managerial turnover was found to be a time dependent process. The differences in consideration and leadership demands between the managers who left the organization and those who remained increased across time. The lack of consideration and leadership was found to lead to job dissatisfaction, an awareness of job dislike relative to peers, a desire to change jobs, and finally termination from the organization.

TABLE OF CONTENTS

I. INTRODUCTION ---------- 7

A. BACKGROUND ---------- 7

B. LITERATURE ON EMPLOYEE TURNOVER ---------- 8

1. Job Satisfaction and Perceptions of Inequity ------ 8

2. Work Adjustment ---------- 10

3. Consideration/Structure and Positive/Negative Motivations ---------- 10

4. Effect of Absenteeism, Size, and Cohesiveness --- 11

5. Summary of the Literature ---------- 12

II. METHODOLOGY ---------- 14

A. THE SAMPLE ---------- 14

B. DESIGN OF DATA COLLECTION ---------- 14

C. INSTRUMENTATION ---------- 16

1. Major Instruments ---------- 16

a. Hoppock Job Satisfaction Blank --------- 16

b. Leadership Profile ---------- 16

c. Supervisory Treatment ---------- 17

2. Biographical Data ---------- 17

D. ANALYSIS ---------- 17

III. EMPIRICAL FINDINGS ---------- 19

A. CONSIDERATION AND STRUCTURING ---------- 19

B. LEADERSHIP NEEDS - GET AND PREFERRED ---------- 23

1. Respondent Perception of Leadership Treatment --- 23

2. Supervisor's Perception of Leadership Needs ----- 28

C. JOB SATISFACTION ---------- 28

D. BIOGRAPHICAL FACTORS ---------- 31

E. ISOLATED VARIABLES ---------- 31

IV. INTERPRETATION OF THE FINDINGS ---------- 37

A. CONSIDERATION AND STRUCTURING ---------- 37

B. JOB SATISFACTION ---------- 38

C. LEADERSHIP NEEDS - GET AND PREFERRED ---------- 40

D. ISOLATED VARIABLES ---------- 41

E. BIOGRAPHICAL VARIABLES ---------- 42

F. TURNOVER AS PROCESS ---------- 43

V. CONCLUSIONS ---------- 50

A. THEORETICAL IMPLICATIONS ---------- 5

B. PRACTICAL IMPLICATIONS ---------- 5

APPENDIX A Summary of F Ratios and Means on Consideration and Structure Scores ---------- 54

APPENDIX B Summary of F Ratios and Means on Variables Comprising Consideration Scores ---------- 55

APPENDIX C Summary of F Ratios and Means on Variables Comprising Structuring Score ---------- 56

APPENDIX D Summary of F Ratios and Means on Isolated Variables ---------- 57

APPENDIX E Questionnaires used in Interviews ---------- 58

BIBLIOGRAPHY ---------- 85

INITIAL DISTRIBUTION LIST ---------- 87

FORM DD 1473 ---------- 89

LIST OF TABLES

TABLE I	F Ratios on Consideration and Structuring Scores	20
TABLE II	F Ratios on Variables Comprising Consideration Score	22
TABLE III	F Ratios on Variables Comprising Structuring Score	24
TABLE IV	F Ratios and Means on Composite Leadership Treatment Scores	25
TABLE V	F Ratios and Means on Individual Leadership Variables	26
TABLE VI	F Ratios and Means on Supervisors' Perceptions of Leadership Needs	29
TABLE VII	F Ratios and Means on the Respondents' Satisfaction with their Jobs	30
TABLE VIII	F Ratios and Means on Supervisors' Perceptions of Subordinates' Job Satisfaction	32
TABLE IX	F Ratios and Means on Biographical Variables	33
TABLE X	F Ratios on Isolated Variables from Subordinate's Perspective	34
TABLE XI	F Ratios and Means on Isolated Variables from Supervisor's Perspective	36

I. INTRODUCTION

A. BACKGROUND

Empirical studies of turnover have generally dealt with job satisfaction and internalization of goals [Ref. 12], consideration and structure [Ref. 4], and perceptions of inequity [Ref. 18]. Each of these studies focused on a single particular factor contributing to turnover.

To further an understanding of what causes personnel to leave an organization the boundary conditions of a given sample's role in its organization must be investigated. The data base on which such understanding can be constructed must reflect the interactions between an employee and his supervisor, subordinates, and peers.

The literature on turnover has dealt extensively with non-managerial personnel as a sample and with outcome oriented variables as factors. In a study of clerical personnel, Johnson and Graen [Ref. 10] combined process oriented variables with outcome oriented variables to form a multidimensional view of organizational turnover. However, what has not been examined is managerial personnel. Neither the process oriented nor the outcome oriented variables have been related to managerial turnover. In particular, an understanding of the variables that lead to managerial turnover in a bureaucratic organization have not been studied.

This study examined certain determinates of managerial turnover in a bureaucratic organization. It focused on those interactions between

managers and their supervisors, subordinates, and peers that caused some to leave their employing organization. Data was collected from both managers who remained with the subject organization and those who left. Parallel data was also gathered from their supervisors, subordinate, and peers. The data collection was based on a time series, triangulated design that gave a multidimensional perspective of a manager's role.

B. LITERATURE ON EMPLOYEE TURNOVER

No clearly defined theoretical framework has emerged from studies of turnover. Generally, such studies considered and reported only one dimensional aspects of the turnover phenomenon in organizations.

1. Job Satisfaction and Perceptions of Inequity

According to Katz and Kahn [Ref. 11] job satisfaction is not found in the intrinsic value of work but in the overall appeal of an organization. Intrinsic work satisfaction does not bind an individual to a particular organization. Rather, it is satisfaction with all phases of a job that ties him to his employer.

Katz and Kahn also relate turnover to internalization of organizational goals. When an employee takes the goals of the system as his own goals, then he has become part of the organization, sharing in its decisions and rewards. The coalescing of the organizational and personal objectives they hold, results in an individual remaining with an organization.

In a study of white-collar employees Morse [Ref. 14] found employee turnover was dependent upon a general level of satisfaction. However, if no suitable alternative jobs were available, a dissatisfied employee would be reluctant to leave a job. Therefore, increasing morale should decrease employee turnover if the labor market boundary conditions are held constant. However, morale is seen to have no effect on turnover if there exist few alternative jobs.

Vroom [Ref. 18] hypothesized that job satisfaction should be related to the strength of the force on the person to remain in his job; a satisfied worker will not voluntarily terminate his relationship with an organization. In his own review of the turnover literature he found evidence to support his hypothesis. The magnitude and significance of the relationships, however, varied from study to study.

Atchinson and Lefferts [Ref. 2] showed that Herzberg's [Ref. 7] job satisfaction technique might distinguish between officers who will remain in the Air Force and those who will leave. In addition to finding that job satisfaction is inversely related to turnover, they found that personality variables, perception of outside worth, and perceptions of inequity can help distinguish those who will resign from those who will remain.

A study of hourly employees by Telly, French, and Scott [Ref. 17] found support for the hypothesis that perceptions of inquality are associated with high turnover. Inequality with respect to supervision, leadmen, working conditions, intrinsic aspects of the job, and

social aspects of the job were found to be kinds of treatment perceived as inequitable by employees.

2. Work Adjustment

Lofquist and Dawis [Ref. 12] theorized that tenure is a function of harmony between a worker and his work environment. If a worker is unsatisfied with his environment, they contend, he will terminate his relationship with the organization. Conversely, if an individual does not fulfill the requirements of the work environment, he will not acquire tenure.

Johnson and Graen [Ref. 10] incorporated the Lofquist and Dawis outcome-oriented variables with process-oriented variables, role ambiguity and role conflict, to form a multidimensional view of organizational assimilation. The results of their study of clerical workers indicated that the early organizational experiences of those who left the organization differed significantly from the personnel who remained. The leave group differed from the stay group in terms of both process-oriented and outcome-oriented variables, such as, job satisfaction and job performance.

3. Consideration/Structure and Positive/Negative Motivations

Fleishman and Harris [Ref. 4], in a study of blue-collar workers, found significant relationships between leader behavior and employee turnover. They found interaction effects between different combinations of consideration and structure with consideration being a dominant factor. For example, both grievances and turnover were

highest in groups having low consideration supervisors regardless of the degree of structuring behavior shown by the supervisor. The authors concluded that the critical leadership behavior in regard to grievances and turnover was consideration.

In a study of scientists and engineers, Friedlander and Walton [Ref. 5] found that the reasons people remained with an organization were quite different (and not merely the inverse) from reasons that caused termination. They found significant evidence that the intrinsic value of the work provided a positive motivation for scientists to remain with their employing organizations. Motivations to leave an organization, promotion and pay, schools, living costs, were peripheral to the work process. According to Friedlander and Walton, the intrinsic value of the work determined the degree to which an individual was satisfied; work context characteristics determined the degree to which an individual was dissatisfied and later left an organization.

4. Effect of Absenteeism, Size, and Cohesiveness

Lyons [Ref. 13], in a review of earlier turnover studies, attempted to determine if there is a progression of behavioral withdrawal (indicated by absenteeism and followed by turnover). He further tried to see if absenteeism and turnover are related to the same factors. Lyons found support for the hypotheses that turnover and absenteeism are related and that there is a progression of behavioral withdrawal. He noted little support for the notion that they are caused by common factors.

Ingham [Ref. 9] did not discover a relationship between labor turnover and size of industrial organizations. Neither of two measures of turnover, voluntary turnover (quit rate) or proportion of long service workers in the organization (stability rate), showed a significant relationship to size. This finding coincided with his own review of prior studies in which he found that size-turnover relationships were inconsistent.

Etzioni [Ref. 3] claimed that highly cohesive groups had low turnover. According to him high cohesion required stability in organizational membership while high turnover prevented the forming of stable relationships. Therefore, an organization of cohesive groups would have low turnover, not because the norms of an organization are necessarily accepted but, because cohesive groups themselves cannot emerge in a high turnover situation.

5. Summary of the Literature

The literature on turnover has not discussed the inter-relationships between the factors which cause personnel to leave an organization. Each researcher investigated one factor leading to turnover and did not consider it in concert with relevant boundary conditions. For example, several researchers documented the effect of job satisfaction on turnover in isolation of other factors, such as, the degree of consideration and structuring people received from their supervisors. The researchers' rationale for doing this may have been related to the complexity of the sample's role in the organization. If the sample's

role in the organization was uncomplicated, a single dimension may have explained the personnel's reasons for leaving an organization.

Past studies dealt largely with blue-collar and clerical workers as samples. The persistence of some researchers in studying organizations from the perspective of management problems has been a contributing factor in the lack of turnover research on managers themselves. However, the study of managers presents an opportunity to relate organizational roles of a more complex nature to turnover factors.

The factors leading to turnover have been treated in the literature as structured attitudes with these attitudes being recorded at one point in time. Turnover has not been generally considered in terms of process. To the extent that an employee's interaction with his supervisor, subordinates, and peers develops across time, the collection of data at different time points could refine empirical insights.

This study investigated the factors affecting turnover in a sample of managers. The researchers recorded the respondent's inter actions with his role set as it developed across time. The objective of the study was to record, analyze, and document the factors that lead managerial personnel to leave an organization. How the study accomplished these objectives is described in the next chapter.

II. METHODOLOGY

A. THE SAMPLE

The data for this study was gathered from sixty managers who comprised the hierarchy of a housing and food service organization in a state college. The selection of managers as a sample provided a pool of respondents with complex task profiles and organizational roles. The interactions of the manager with his subordinates, peers, and supervisor provided an opportunity to obtain a multidimensional perspective of the respondent's role. The selection of a non-managerial sample would not have provided this opportunity.

The changing environment on the college campus had caused considerable stress within the organization. The resultant change in the organization's staff found ninety percent of the managers moving into new roles at the start of the study. Of the managers in the sample who were hired, promoted, or shifted to other jobs prior to the initial data collection, all took their new posts at about the same time. The sample represented a cohort moving together through the same work experience in the subject organization. Reference 6 describes the sample in further detail.

B. DESIGN OF DATA COLLECTION

The actual gathering of data was preceded by a pre-study involving semi-structured, open-ended interviews with each of the sixty managers.

Following the pre-study, data collection proceeded with structured personal interviews with each of the sixty people. Time was allotted beyond the structured instruments for open discussion of the study and the respondent's place in the housing division. Parallel structured interviews were conducted simultaneously by a different interviewer with the immediate supervisor of each subordinate.

The dual set of interviews for each of the sixty roles was repeated at four time points during the year: the pre-study, during the second month of the academic calendar, and the data collection series during the fourth, seventh, and ninth months.

The data collection design was based upon the triangulation of data within each subordinate-supervisor dyad. Each respondent was interviewed twice in each of the four interview waves: once in regard to his behaviors and perceptions about his own organizational role and again on a separate occasion by a different interviewer, about his perceptions of each of his subrodinates' role. In this way, the design used the entire structure of this organization, not just as a respondent pool but as a network of relationships to triangulat e the perspective bearing upon any one role.

The turnover outcomes were measured at the start of the academic year following the year of data collection. The last interview wave was conducted in the ninth month of an academic year. Three months later, at the start of a new academic year, the data on personnel termination was obtained.

C. INSTRUMENTATION

The instrument package in the study gathered data on the respondent's satisfaction with his work, respondent's demand for supervisory consideration and structuring, supervisory leadership style, and biographical data.

1. Major Instruments

Three major instruments were used in the study to gather attitudinal responses about the respondent's satisfaction with his work and his regard for his supervisor as a leader. The supervisors were similarly asked for their perceptions of these same feelings with regard to each of their subordinates.

a. Hoppock Job Satisfaction Blank

The seven item Hoppock Job Satisfaction Blank [Ref. 9] attempts to tap attitudes about organizational alternatives and liking for the present job.

b. Leadership Profile

A self-administered Leadership Profile instrument, based upon twenty-four items, covered respondent attitudes about how much he wanted his supervisor to modify leadership behavior. It was expanded in later interview waves to forty-five items. In the third and fourth interview waves, the Leadership Profile was also administered to supervisors to obtain self-descriptions of their perceived leadership styles.

c. Supervisory Treatment

In the third and fourth waves, the Leadership Profile was supplemented with a self-administered sixteen item designed to measure the respondent's feeling about his needs in regard to eight supervisor-subordinate relationship issues in the organization. The respondents also reported perceptions of their supervisory treatment on these same eight issues. In the fourth interview wave supervisors were also asked for reports of their treatment of each respondent and their perceptions of each respondent's needs.

2. Biographical Data

Information was gathered from the sample on a number of biographical dimensions to supplement the analysis of behavioral and attitudinal data with background variables. These included the following: (1) social dimensions for each respondent such as age, race, stage of family life cycle, education achieved and (2) career history factors such as job mobility, prior experience, and the position of this job in the respondent's career track.

D. ANALYSIS

To analyze the effect of the organization's demands upon personnel turnover, the sample of sixty housing administrators was dichotomized into two groups labeled "leave" and "stay." In the leave group were all personnel who did not return to a managerial position in the housing division at the start of the academic year following the study. The stay

group consisted of the personnel who returned to a job in the housing division at that time.

Each of the attitudinal responses about the respondent's satisfaction with his work, his regard for his supervisor as a leader, about his co-workers, and job performance rewards was examined in a one-way analysis of variance [Ref. 20].

The supervisor's leadership style and the subordinate's leadership needs, as perceived by the supervisor, were analyzed in a one-way analysis of variance. Biographical data was also examined in a one-way analysis of variance.

III. EMPIRICAL FINDINGS

Analysis of the attitudinal and biographical data revealed significant differences between the leave and the stay groups. These differences displayed a consistent pattern across time.

A. CONSIDERATION AND STRUCTURING

An analysis of variance test of consideration scores revealed significant differences between the leave group and the stay group (Table I). The consideration score was developed by combining attitudinal variables that indicated mutual trust, respect, and two-way communications between the respondent and his supervisor. As shown in Table I, there was not a significant difference between the leave group and the stay group in the structure score. The structure score was developed by combining attitudinal variables that reflected an overt attempt by the supervisor to define roles and assign tasks in an effort to achieve organizational goals. These scores were reflective of the respondent's perceptions, not of their supervisor's perceptions. The supervisors' perception of their subordinates' needs is discussed in a following section.

The consistent trends shown by the consideration and structuring scores across time are evident in Table I. The data indicated that the leave group did not perceive a lack of consideration from their supervisors until the third interview wave. However, once the lack of

TABLE I

F Ratio on Consideration and Structuring Scores [1]

	Interview Wave		
	2	3	4
Variable	F Ratio	F Ratio	F Ratio
Consideration	2.50	15.81**	11.45**
Structuring	0.81	0.16	1.34

F Ratio > 4.00,* p < .05
F Ratio > 7.08,** p < .01

[1] Expanded version of this table can be found in Appendix A.

consideration, for the leave group in comparison with the stay group, was present, the difference remained throughout the respondent's stay with the organization. The lack of a significant difference between the amount of structuring received by the leave group and the stay group remained consistent across time as shown in Table I.

Not all variables in the consideration score showed a significant difference between the leave and stay group of managers. The leave group did not desire a significantly different degree of freedom in accomplishing their jobs than the stay group (Table II). Across time, there was an increase in the difference between the leave and stay groups in the desire to be dealt with as colleagues rather than as subordinates. However, this difference did not become significant until the fourth interview wave. The remaining variables that comprised the consideration score are listed in Table II. Generally, these variables did not reveal a significant difference between the leave group and the stay group in the second interview wave. In the third and fourth interview waves the significant differences between the two groups were evident for nearly every variable.

There was not a significant difference between the leave and stay groups' total structuring scores in any interview wave (Table I). However, two individual items, which comprised a part of the total structuring score, disclosed significant differences between the leave and stay groups in the fourth interview wave. These two items, desiring praise for good work and desiring to know what is expected by the

TABLE II

F Ratios on Variables Comprising Consideration Score[1]

Variable	Interview Wave 2 F Ratio	3 F Ratio	4 F Ratio
Allow freedom to do job	0.00	1.61	1.98
Deal with people as colleagues	0.02	3.54	5.01*
Act without consulting	0.00	9.66**	7.93**
Try out new ideas	3.76	6.55*	1.76
Follow through on promises	0.05	6.10*	5.01*
Tell inside story	4.31*	1.89	6.06*
Backup people	3.74	14.53**	8.53**
Foster cooperation	0.01	4.26*	1.42
Seek suggestions or comments	0.07	7.90**	16.98**
Stand up for his people	9.21**	16.30**	10.63**
Accept suggestions and comments	1.20	12.41**	9.46**
Create climate of trust	5.97*	7.80**	11.27**

F Ratio $>$ 4.00,* $p < .05$
F Ratio $>$ 7.08,** $p < .01$

[1]Expanded version of this table can be found in Appendix B.

supervisor, displayed an increasing difference between the two groups across time (Table III). There was little difference between the two groups in the second interview wave, a noticeable increase in the difference in the third wave, and a significant difference in the fourth wave. The other items comprising the structuring score did not exhibit a significant difference between the two groups in any wave (Table III).

B. LEADERSHIP NEEDS - GET AND PREFERRED

1. Respondent Perception of Leadership Treatment

Two leadership scores were constructed from the respondents' answers to supervisory treatment questions. One score reflected the respondent's perception of the leadership by his supervisor. The other score disclosed the supervisory treatment the respondent preferred. Table IV shows that the responses of the leave group differed significantly from the stay group with regard to both types of supervisory treatment. The supervisory treatment preferred by the leave group differed significantly from the stay group at the third interview wave and increased to a more significant difference ($p < .01$) by the fourth wave. The supervisory treatment that the leave group was receiving remained significantly different ($p < .01$) from the stay group through both the third and fourth waves (Table IV).

The eight leadership issues that comprised the leadership treatment scores are listed in Table V. Table V shows that the leave group managers did not differ in every respect from the stay group managers in their perception of the leadership treatment their supervisors were

TABLE III

F Ratios on Variables Comprising Structuring Score [1]

	Interview Wave		
	2	3	4
Variable	F Ratio	F Ratio	F Ratio
Broad overall job goals	0.24	0.36	0.06
Praise good work	0.72	3.82	4.37*
Act as mediator	0.43	0.73	0.52
Make suggestions and comments	0.53	0.03	2.07
Let people know what he expects of them	0.20	1.07	6.72*
	F Ratio	$>$ 4.00,*	$p < .05$
	F Ratio	$>$ 7.08,**	$p < .01$

[1] Expanded version of this table can be found in Appendix C.

TABLE IV

F Ratios and Means on Composite Leadership Treatment Scores

	Interview Wave					
	3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Leadership needs get	8.07**	22.00	27.56	7.36**	21.07	26.06
Leadership needs prefer	5.50*	29.82	27.41	8.93**	31.11	27.94

F Ratio $>$ 4.00,* $p < .05$
F Ratio $>$ 7.08,** $p < .01$

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

TABLE V

F Ratios and Means on Individual Leadership Variables

Variable	Interview Wave 3 F Ratio	3 Leave Mean	3 Stay Mean	4 F Ratio	4 Leave Mean	4 Stay Mean
Personal involvement - get	0.90	3.18	3.53	2.92	3.00	3.56
Personal involvement - prefer	1.66	3.96	3.69	1.59	4.00	3.75
Info about limits - get	1.72	2.79	3.16	4.75*	2.61	3.22
Info about limits - prefer	3.58	3.82	3.47	3.26	3.96	3.56
Info regarding assessment-get	2.18	2.29	2.75	2.57	2.21	2.66
Info regarding assessment-pref	0.55	3.68	3.53	2.55	3.89	3.59
Assurance about integrity--get	1.28	3.04	3.44	1.22	2.96	3.34
Assurance about integrity-pref	1.29	3.64	3.44	2.28	3.75	3.44
Attention to feelings-get	4.71*	2.64	3.28	14.62**	2.25	3.25
Attention to feelings-prefer	1.73	3.46	3.25	0.87	3.46	3.28
Complete and accurate story - get	12.11**	2.50	3.62	6.77*	2.68	3.56
Complete and accurate story - prefer	10.71**	4.14	3.50	12.36**	4.25	3.56

(continued on next page)

TABLE V (continued)

Variable	Interview Wave 3 F Ratio	3 Leave Mean	3 Stay Mean	4 F Ratio	4 Leave Mean	4 Stay Mean
Attention to details - get	4.36*	2.50	3.06	0.18	2.50	2.62
Attention to details - prefer	0.32	3.25	3.16	5.31*	3.64	3.16
Reasonable actions - get	4.01*	3.07	3.81	4.04*	2.86	3.53
Reasonable actions - prefer	5.76*	3.86	3.37	8.38**	4.14	3.59

F Ratio > 4.00, * $p < .05$
F Ratio > 7.08, ** $p < .01$

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

providing. In the variables where there was a significant difference in perceived supervisory treatment between the two groups, the leave group also differed significantly from the stay group in the leadership treatment they preferred.

2. Supervisor's Perception of Leadership Needs

Generally, the supervisors did not perceive the leave group's leadership requirements as different from those of the stay group. Table VI lists the eight leadership issues and the leadership need differences between the stay group and the leave group as perceived by their supervisors. The need for assurance of confidence in their integrity, ability, and motivation were the only items in which the supervisors perceived the leave group of managers as being significantly different from the stay group.

C. JOB SATISFACTION

There were significant differences in job satisfaction variables between the leave group and the stay group. Table VII shows differences in the respondent's attraction to his job, desire to change jobs, and his job liking relative to his contemporaries, between the leave group and the stay group. The differences increased across time as shown in Table VII. In the desire to change jobs and the attractiveness of aspects of the job, there was not a significant difference in the first interview wave. However, by the third wave the difference was highly significant ($p < .01$).

TABLE VI

F Ratios and Means on Supervisors' Perceptions of Leadership Needs

	Interview Wave					
	3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Personal involvement	0.65	3.93	4.12	0.56	4.21	4.37
Information on limits	0.04	3.32	3.37	3.84	3.07	3.59
Assessment day-to-day needs	2.44	2.61	3.00	2.83	2.82	3.10
Assurance of confidence	4.80*	3.36	4.00	4.96*	3.50	4.16
Attention to needs	1.26	3.25	3.56	3.22	3.29	3.81
Assurance of truth	0.17	3.79	3.91	0.59	4.39	4.22
Attention to details	0.96	2.46	2.75	1.00	2.68	2.97
Assurance of support	0.03	3.89	3.84	0.10	4.11	4.03

F Ratio > 4.00,* p <.05
F Ratio > 7.08,** p <.01

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

TABLE VII

F Ratios and Means on the Respondents' Satisfaction with their Jobs

	Interview Wave					
	3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
How much like job	5.89*	5.46	5.84	9.04**	4.82	5.50
Time felt satisfied	4.15*	5.36	5.88	3.85	4.79	5.38
Desire to change job	3.45	4.82	5.25	7.95**	4.25	5.16
Like job relative to others	2.71	4.79	5.19	7.74**	4.21	4.97

F Ratio > 4.00,* p < .05
F Ratio > 7.08,** p < .01

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

An estimate of the manager's satisfaction as perceived by his supervisor was recorded on the Leadership Profile. The supervisors perceived a significant difference in their subordinates' satisfaction between the leave and the stay group between the third and fourth wave. The supervisors had not perceived this difference in satisfaction by the time of the third wave (Table VIII).

D. BIOGRAPHICAL FACTORS

The biographical factors which were analyzed are listed in Table IX. In the age, education, and life cycle factors there were significant differences between the group of managers who left and those who remained with the organization. The life cycle factor reflected marital status and age and dependency of children differences between the managers who remained and those who left the organization. Generally, the managers who remained were married and had older children.

Biographical factors that disclosed notably significant difference ; ($p < .01$) between the leave group and the stay group were degree plan , job mobility, and career track items. The job mobility variable reflected the number of employers for whom each manager had worked since entering full time employment. The career track item disclosed whether this present job was seen to lead to their career goal.

E. ISOLATED VARIABLES

Table X lists variables that were not part of larger scales or variable clusters but which revealed significant differences between the

TABLE VIII

F Ratios and Means on Supervisors' Perceptions of Subordinates' Job Satisfaction

	Interview Wave					
	3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Supervisor's estimate of subordinates' job satisfaction	0.77	3.18	2.91	7.39**	3.36	4.00

F Ratio $>$ 4.00,* $p < .05$
F Ratio $>$ 7.08,** $p < .01$

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

TABLE IX

F Ratios and Means on Biographical Variables

Variable	F Ratio	Leave Mean	Stay Mean
Age	24.16**	28.00	40.60
Race	0.04	1.21	1.18
Sex	0.00	1.32	1.31
Number of dependents	3.31	0.89	1.53
Life cycle	6.20*	2.68	4.00
Education	4.27*	17.40	16.40
Job mobility	22.13**	1.23	7.90
Prior experience	0.07	1.54	1.50
Career track	10.14**	1.43	1.09
	F Ratio >	4.00,*	p < .05
	F Ratio >	7.08,**	p < .01

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

TABLE X

F Ratios on Isolated Variables from Subordinate's Perspective [1]

	Interview Wave		
	2	3	4
Variable	F Ratio	F Ratio	F Ratio
Reporting	1.66	2.20	5.06*
Extent of contribution	0.00	2.36	4.05*
	F Ratio >4.00,* p <.05		
	F Ratio >7.08,** p <.01		

[1] Expanded version of this table can be found in Appendix D.

leave group and the stay group. The leave group perceived they were capable of contributing more to their jobs than they were presently contributing. As Table X shows, initially, there was not a difference in the contribution to their job between the leave group and the stay group. However, by the fourth wave the difference in this variable between the two groups had reached the significant level.

The leave group did not report to their supervisors as often as did members of the stay group. The difference in reporting between the two groups increased across time as shown in Table X. It reached the significant level by the fourth wave.

Two supervisory treatment variables, stressing being ahead of other units and explaining reasons behind decisions, revealed significant differences between the leave and stay groups. These variables were recorded from the supervisor's perspective as they observed the supervisory treatment which was provided their subordinates. Table XI shows that the supervisors displayed significant differences in both variables. The difference in treatment was evident by the third interview wave and continued through the fourth interview wave.

TABLE XI

F Ratios and Means on Isolated Variables
from Supervisor's Perspective

	Interview Wave					
	3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Stress being ahead	4.21*	1.86	2.44	7.68**	1.96	3.00
Explain reasons	6.90*	5.04	5.56	4.64*	4.64	5.52

F Ratio > 4.00,* p <.05
F Ratio > 7.08,** p <.01

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

IV. INTERPRETATION OF THE FINDINGS

The purpose of this study, as stated in the introduction, was to examine the variables affecting managerial turnover in a bureaucratic organization. Turnover was examined, not from the perspective of a static set of attitudes but, as a process that unfolded across time. The turnover process, as studied, involved perceptions between a focal manager and his supervisor, subordinates, and peers.

A. CONSIDERATION AND STRUCTURING

An examination of consideration and structuring from a subordinate manager's perspective revealed that, of these variables, consideration was a dominant element in turnover. The leave group of managers did not differ significantly at any time from the stay group in the degree of structuring desired from their supervisors. Consequently, the amount of structuring provided by the supervisors did not appear to determine turnover. This finding is consistent with the previous studies discussed earlier that indicated that there are interaction effects between consideration and structuring with consideration having more affect upon turnover [Ref. 4].

The findings here also provided evidence that subordinates' requirements for additional consideration evolved across time. In initial interactions with supervisors, focal subordinates did not perceive a necessity for added two-way communication, confidence, and trust.

The subordinates believed at that time that the organizational framework existed for establishing a relationship on the basis of mutual communication. When supervisors did not either support or build upon this framework, the leave group of managers' desire to (1) be treated as colleagues, (2) receive more support from their supervisor, and (3) the desire that their supervisor seek and accept suggestions began to evolve.

The focal managers, who left the organization, did not desire a significantly different degree of latitude in deciding how their jobs were to be accomplished. However, a time related process that resulted in a desire for additional consideration, by the leave group of managers was evident (Tables I and II)..

This study not only confirmed the hypothesis that when consideration and structuring are taken in combination consideration is the dominant variable in turnover. It found evidence that the subordinate's desire for additional consideration was a developmental process that evolved across time.

B. JOB SATISFACTION

This study provided support for a hypothesis that dissatisfaction with a job, greater than a specific level, was required to cause a manager to leave an organization. Early in the study there was a significant difference between the leave group and the stay group of managers in job satisfaction. However, the leave group did not appear to perceive this disparity between themselves and the stay group in their liking for their jobs. The leave group's level of satisfaction was not at a

sufficiently low point where these managers could detect a difference between themselves and the stay group. Consequently, there was not a significant difference between the leave group and the stay group in the desire to change jobs. This sequence of events is shown in Figure 1.

By the third interview wave the difference in job satisfaction between the leave group and the stay group had reached a highly significant level ($p < .01$). The increased disparity in job satisfaction between the two groups may have suggested to the leave group that they did not like their jobs as well as their contemporaries. Until this time the leave group was unaware that they were less satisfied than their peers. Once aware that they were less satisfied than the stay group, the leave group desired to change jobs. By the third interview wave the leave group differed significantly from the stay group in the desire to change jobs. This process is shown in Figure 2.

Ths supervisors did not perceive a significant difference between the leave group and the stay group in job satisfaction until the fourth wave. This supported the contention that, in their initial interactions with their role set, the leave group of managers was not at a level of job dissatisfaction where they made overt expressions of their discontent. However, as time progressed the leave group reached a level of dissatisfaction where their discontent was evident to the supervisors.

The turnover literature indicated that the overall level of job satisfaction binds an employee to an organization [Ref. 12, 19]. This study provided additional evidence in support of that hypothesis.

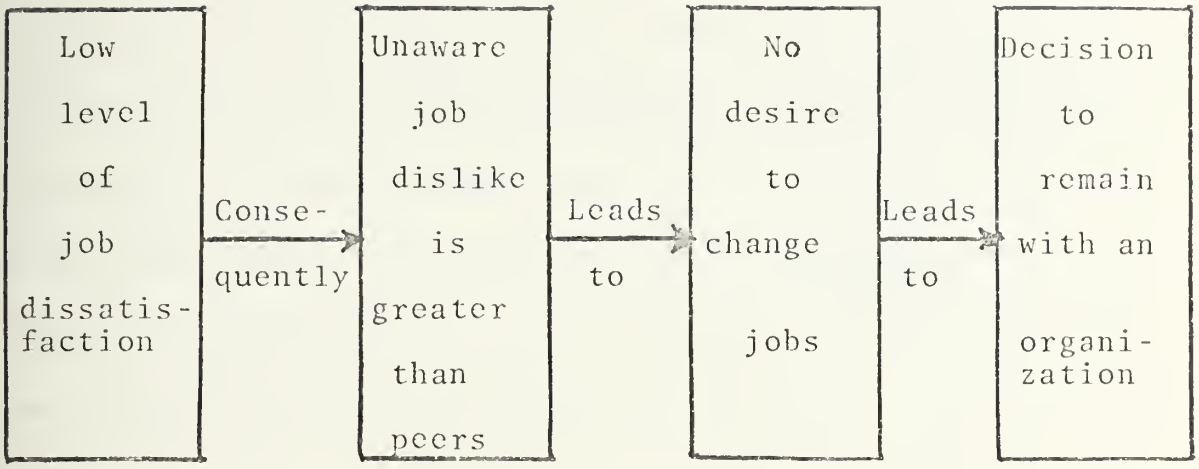

Low level of job dissatis-faction
Conse-quently
Unaware job dislike is greater than peers
Leads to
No desire to change jobs
Leads to
Decision to remain with an organi-zation

Figure 1 Decision process accompanying low job dissatisfaction

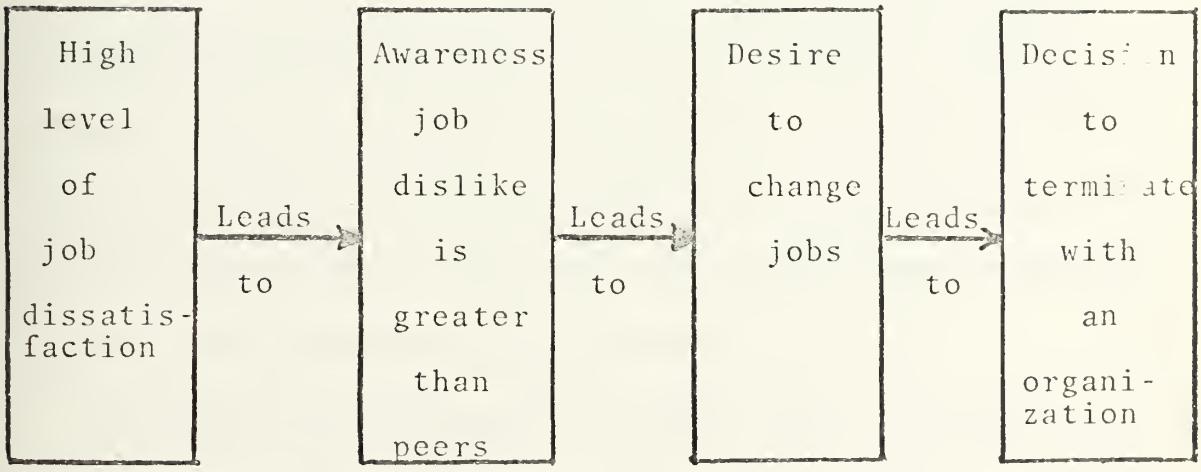

High level of job dissatis-faction
Leads to
Awareness job dislike is greater than peers
Leads to
Desire to change jobs
Leads to
Decision to terminate with an organi-zation

Figure 2 Decision process accompanying high job dissatisfaction

It also provided evidence that a manager goes through a time related process in arriving at the realization that he was at a high enough level of dissatisfaction where he desired to change jobs. The significant elements in this process from the employee's viewpoint were (a) being significantly dissatisfied with his job, which led to (b) the realization he was dissatisfied with his job relative to his contemporaries, which, in turn, led to (c) a desire to change jobs. This, finally, led to (d) the manager leaving this organization for a job elsewhere.

C. LEADERSHIP NEEDS - GET AND PREFERRED

Our results showed that, through their early supervisory interactions, focal managers who left the organization became aware that their supervisors lacked the leadership abilities to meet their needs. The supervisors did not perceive that the leave group had different leadership requirements than they were fulfilling. This lack of perception appeared to lead to inaction on the supervisor's part to correct what the subordinates defined as inadequate leadership. Consequently, across time the leadership that the leave group was getting and the leadership it preferred from supervisors began to diverge.

The stay group of managers' leadership needs were met by their supervisors early in their organizational tenure. The stay group never experienced the disparity between the leadership they were getting and the leadership they preferred that the leave group experienced.

The evidence here suggested that leadership inadequacies (Table V) perceived by focal managers must be resolved early in the

supervisor-subordinate relationship if manager turnover is to be prevented. If such differences are not resolved, the discrepancy between the leadership received and that desired becomes increasingly disparate. The end result here was that managers perceiving such large disparities left the organization.

D. ISOLATED VARIABLES

The interpretation of these variables reinforced the comments concerning the causes of turnover discussed earlier in this section. The leave group perceived that they were capable of contributing more to their jobs than they were presently giving. It appears that the leadership provided by their supervisors was the major cause for failure of this potential contribution to develop.

The lack of adequate supervisory leadership and consideration was also illustrated in the difference in the supervisory "reporting frequency" (Table X) between the leave group and the stay group. The focal managers, aware of a growing lack of consideration by their supervisors, became reluctant to communicate with them. This was clearly shown in the decrease in consideration across time exhibited by the leave group's supervisors which paralleled the decrease in the leave group's reporting frequency to their supervisors. As the supervisory-subordinate interaction emerged as unrewarding, the frequency of its occasions was reduced.

From the supervisors' perspective, contact was made with the stay group of managers significantly more frequently than with the leave group. The supervisors undertook two forms of communication with the stay group more frequently than with the leave group, these were: "explained reasons for their actions" and "stressed being ahead of other groups." The supervisors' frequency in providing this information to the stay group is an indication of the greater degree of rapport between the stay group and their superiors. It appeared the supervisors were meeting the stay group's leadership needs while providing a needed level of consideration. Comparable communication between the leave group of focal managers and their supervisors was not equally present. The supervisors were unable to effectively communicate with the leave group on work related topics.

E. BIOGRAPHICAL VARIABLES

The managers who left the organization were characterized as being young, and in the early married category. These managers did not envision their present jobs as part of the track leading to what they considered their ultimate job. The managers who remained were older, in an early to middle parental category, and less educated than those who left the organization.

The personnel who left the organization had a history of job changing. The significant difference in job changing between the leave group and the stay group was disclosed by the mobility score. This score reflected the

number of prior jobs per year that each focal manager had held since entering full time employment.

A biographical variables profile of a typical manager who left this organization was constructed. They tended to be young, if married had no children or children under age six, and had held several jobs in the past. Such a focal manager did not view his job with this organization as a means to reach the career he ultimately desired.

F. TURNOVER AS PROCESS

The findings here have been synthesized into a model that explains manager employment turnover as a process. The longitudinal design of this study permitted the examination of interrelationships between variables as they emerged across time. This process is shown in Figure 3.

It appeared that the managers in this sample approached new job situations with a prior concept or mental imagery of what a job was all about. It also appeared that these managers undertook new job situations with preconceived but rather well developed views as to the type of interactions they ought to have with their new supervisors. The leave group's experiences with their role set apparently did not conflict with their mental organizational image in the earlier stages of the new job situations. At that time supervisor-subordinate encounters were not yet strained by either the pressure of deadlines or the administrative crises that arose later in the year. The managers were therefore satisfied with their jobs in the early period.

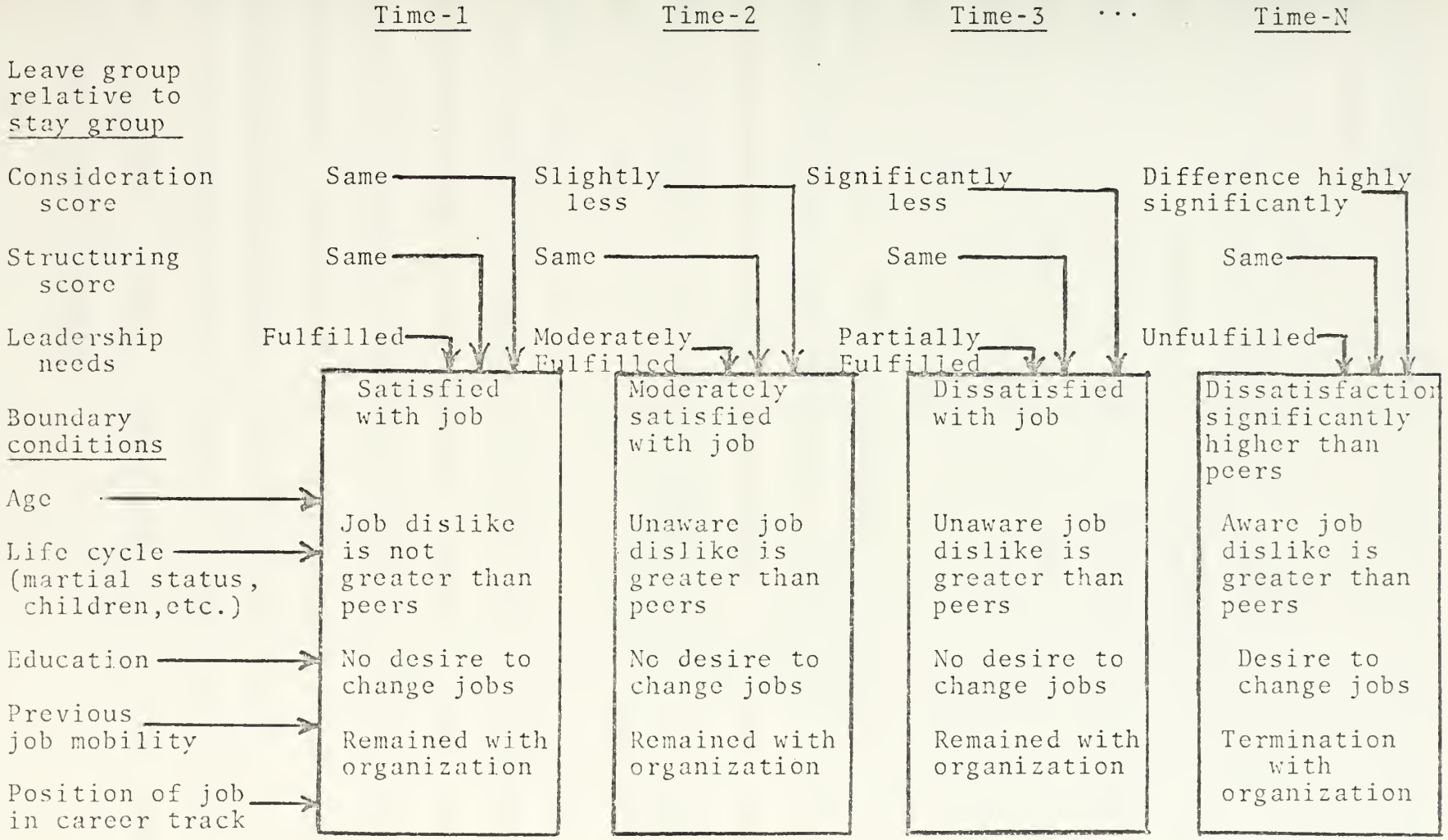


Figure 3 The Turnover Process

Data collected in the second interview wave, however, provided first indications of tension between the leave group of managers and their supervisors. The leave group seemed to desire a sharing of the "inside story" about this organization and preferred an atmosphere with considerably more trust then they were finding by that point. The initial conflict between the manager's imagery of his interactions with his supervisor and the organizational reality appeared by the second wave. Johnson and Graen [Ref. 11] also have noted this emergent subordinate-supervisor conflict in their discussion of the early organizational experiences of role rejectors. They hypothesized that role rejectors had found their work uninteresting and non-fulfilling. Moreover, the role rejectors' negative work attitudes initiated the subsequent conflict with supervisors. The evidence in this study suggested that the initial conflict was initiated in the subordinate-supervisor interactions rather than the managers view of the intrinsic fulfillment value of the work itself.

The variance between these two studies may be explained by the difference in samples. Johnson and Graen studied clerical workers; the present study examined managerial personnel. Clerical workers may have discovered that their work was essentially uninteresting early in their organizational experience. The managers with what may be a higher level of ego involvement in their work did not find the work itself uninteresting, but rather found that the supervisors' general lack of consideration to be a severe constraint.

By the third wave the conflict between the leave group of managers and their supervisors approached what might, impressionistically, be called alienation. The subordinates' initial concept of their job roles had been shaken by the intrusion of reality over time. The supervisors were not conducting a dialogue in the manner the subordinates had led themselves to expect. For example, the leave group of managers saw their supervisors as acting without consulting their subordinates, not following through on promises, and not backing up their own people in confronting the rest of the organization. The disparity between the leadership the subordinates had anticipated and the leadership the supervisors were providing was diverging across time. The supervisors' lack of consideration eventually became apparent to the subordinates. The result was a progressive onset of job dissatisfaction.

By the third interview wave, job dissatisfaction among these managers had evolved to the point where it appeared that the incongruency between the leave group's goals and the organizational goals was no longer tolerable. The subordinates seemed to cast the behavior of their supervisors as to be reflective of the total organization. The subordinates' rejection of supervisory treatment became tantamount to rejection of the organizational goals. The internalization of organizational goals that Katz and Kahn [Ref. 12] considered a key factor in preventing turnover had thereby been cut short for the leave group.

By the fourth interview the still unfulfilled leadership needs of the leave group had generated job dissatisfaction in the extreme. The leave

group managers acted out their felt alienation by significantly curtailing their face-to-face contact with their bosses. At this time, as well, the interviews revealed that these leave group managers harbored an awareness that they were capable of giving more to their job than they were then contributing. They saw the organization--actually the supervisor--preventing them from helping it as best they could.

The leave group's dissatisfaction reached a level where its members were acutely self conscious of just how dissatisfied they were with their own jobs, especially in comparison to the stay group managers around them. What they seemd to note was that others enjoyed constructive interactions with their supervisors. This perception took, again impressionistically, the form of inequity in supervision that Telly, French, and Scott [Ref. 17] hypothesized as a cause of employee turnover. This clearly contributed to the leave group's aggregate decisions to change jobs.

For the leave group to move from a decision to change jobs to the actual termination itself was not a crucial step. The boundary conditions of the environment external to this organization had more of a moderating effect at this stage than at any other phase in the turnover process. For example, if few alternate jobs had been available, a higher level of job dissatisfaction would have been required than if many jobs were available.

The managerial turnover process, then, was initiated by unfulfilled leadership needs and an absence of supervisory consideration. The widening difference between the leadership sought and the leadership

provided across time kept the process in motion. The ultimate decision to terminate was dependent on boundary conditions external to the organization.

V. CONCLUSIONS

A. THEORETICAL IMPLICATIONS

The findings in this study provided further evidence in support of the hypothesis that when consideration and structuring are taken in combination consideration is the dominant variable. In this study there was not a significant difference between the leave group and the stay group in the structuring score at any time point. The difference in the consideration score between the leave group and the stay group was not significant at the first interview wave. However, at the third wave, the difference between the two groups became significant and remained at that level for the rest of the study. It was apparent that the degree of structuring did not determine turnover, but that the degree of consideration was a determinate.

Previous empirical studies of turnover generally investigated the cause of employee departures from the aspect of a static set of attitudinal variables rather than from the viewpoint of a process. This study found that the impact of independent variables unfolding across time comes into a new perspective when turnover is studied as a process. An analysis of the data collected at any single time point, seen independently of the other time points, would have given a misleading view of managerial turnover in the organization studied here. An analysis of these same variables, taking into account the change in their effects

across time, offered further insight into the turnover phenomena than would have been possible in a one-shot case study.

The necessity for considering the impact of boundary conditions on the phenomena causing turnover was established in this study. Comprehension of the effect of attitudinal elements related to the employees' departures was enhanced, by noting the environmental conditions external to the organization and the biographical variables of the sample under which turnover occurred. Taking into account the boundary conditions led to an understanding that moderating influences were operating during the turnover process.

B. PRACTICAL IMPLICATIONS

The root of the turnover process at work here was the managers' incorrect images of the jobs they were accepting. During job orientation procedures, the managers apparently were told only the attractive aspects of their jobs. They were not told either of the conflicts they would encounter or of the frequent periods of job boredom. The image of an utopian organization was created in the minds of the employees. Apparently the employees became disillusioned when this image met reality.

If employers gave a realistic description of job conditions to prospective employees and employees moving into new job situations, it is highly probable that the number of employees that left an organization after a short period would decrease. An organization's protrayal of the environment surrounding a job should be down-to-earth. If anything, the negative side of the job might be given more attention in interviews.

The employees then would not be disillusioned with the job when their imagery of it intercepted reality. The possibility that the portrayal of the negative side of the job may increase recruiting problems cannot be discounted.

Knowing that turnover was dependent upon the managers' needs for consideration provides insight that can be helpful to an organization in lowering the employee departure rate. If an organization were to apply its resources early in the managers' tenure with the organization in order to create an atmosphere of mutual trust, respect, and two-way communication, the managerial personnel would be likely to remain. The resultant savings that accrue in lower retraining and socialization costs would more than offset the additional time and effort applied by an organization at the early points in the managers' tenure.

Supervisory personnel, in this study, were unaware of the leave group's job dissatisfaction until late stages of their subordinates' tenure with the organization. However, the leave group was aware that they were dissatisfied early in their organizational career. An organization that is interested in a reduction of turnover should educate supervisors to be sensitive to their subordinates' job satisfaction. Action by the supervisor to remove the cause of the discontent at the onset of job dissatisfaction can stop the turnover process.

In summary, based on this study, the actions that should be taken by an organization to reduce turnover can be divided into two categories. First, the organization should give new employees and

employees facing new job situations a realistic picture of their new job environment. Second, the organization should invest considerable time and effort in the development of two-way communication early in the employees' tenure. If the supervisor-subordinate communication is established, it could be reasonably expected that the supervisors would be aware of their subordinates' job satisfaction. An early detection of job dissatisfaction and the removal of its cause can stop the turnover process. An organization that applies these two ideas may anticipate a reduction in employee turnover.

Summary of F Ratios and Means on Consideration and Structure Scores

	Interview Wave								
	2			3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Consideration	2.50	53.75	50.81	15.81**	56.54	49.19	11.45**	56.68	49.56
Structure	0.81	22.14	21.37	0.16	21.34	21.00	1.34	21.04	20.03

F Ratio >4.00, $*p<.05$
F Ratio >7.08, $**p<.01$

Note:
"Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

Summary of F Ratios and Means on Variables Comprising Consideration Score

	Interview Wave								
	2			3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Allow freedom to do job	0.00	4.04	4.03	1.61	4.68	4.37	1.97	4.46	4.12
Deal with people as colleagues	0.02	4.25	4.22	3.54	4.54	4.06	5.01*	4.36	3.81
Act without consulting	0.00	2.61	2.62	9.66**	2.29	3.16	7.93**	2.29	3.03
Try out new ideas	3.76	4.75	4.31	6.65*	4.71	4.12	1.76	4.61	4.25
Follow through on promises	0.05	4.18	4.22	6.10*	4.61	4.09	5.01*	4.75	4.25
Tell inside story	4.31*	4.29	3.75	1.89	4.39	4.00	6.06*	4.61	4.00
Back up people	3.74	4.68	4.28	14.53**	5.07	4.22	8.53**	4.89	4.22
Foster co-operation	0.01	4.43	4.41	4.26*	4.54	4.09	1.42	4.42	4.12
Seek suggestions and comments	0.07	4.50	4.44	7.90**	4.68	4.12	16.98**	4.82	3.97
Stand up for his people	9.21**	4.82	4.12	16.30**	4.82	3.87	10.63**	4.96	4.16
Accept suggestions and comments	1.20	[illegible]	[illegible]	12.41**	4.75	4.00	9.46**	4.89	4.19
Create climate of trust	5.97*	4.93	4.41	7.80*	5.04	4.37	11.27**	5.18	4.41

F Ratio $>$ 4.00, *p $<$ .05; F Ratio $>$ 7.08, **p $<$ .01

Note: "Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

Summary of F Ratios and Means on Variables Comprising Structuring Score

	Interview Wave								
	2			3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Broad overall job goals	0.24	4.36	4.22	0.36	4.21	4.37	0.06	4.18	4.25
Praise good work	0.72	4.50	4.31	3.82	4.57	4.16	4.37*	4.39	3.97
Act as mediator	0.43	3.89	3.72	0.73	3.64	3.87	0.52	3.57	3.75
Make suggestions and comments	0.53	4.57	4.41	0.03	4.29	4.25	2.07	4.36	4.06
Let people know what he expects	0.20	4.82	4.72	1.07	4.61	4.34	6.72*	4.54	4.00
				F Ratio >	4.00,*	p < .05			
				F Ratio >	7.08,**	p < .01			

Note: "Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

Summary of F Ratios and Means on Isolated Variables

	Interview Wave								
	2			3			4		
Variable	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean	F Ratio	Leave Mean	Stay Mean
Reporting	1.66	4.64	5.00	2.20	4.57	4.94	5.06*	4.25	4.81
Extent of contribution	0.00	3.39	3.37	2.36	3.14	3.53	4.05*	2.86	3.34

F Ratio >4.00, * $p < .05$
F Ratio >7.08, ** $p < .01$

Note: "Leave" denotes managers who left the organization.
"Stay" denotes managers who remained with the organization.

APPENDIX E

Questionnaires used in Interviews

BIOGRAPHY

1. Age _____.

2. Race _____. white 1, black 2, other 3

3. Gender _____. male 1, female 2

4. Dependents: in household.

_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

5. Life cycle category:

Older unmarried, divorced, widowed, widower, etc.	1
Young single	2
Young married, no children	3
Early parental, youngest under 6	4
Middle parental, youngest between 6 and 12	5
Mature family, youngest between 13 and 18	6
Post school, youngest over 18 but unmarried	7
Older couple. Children married or left home	8
Grand parent stage	9

APPENDIX E (continued)

BIOGRAPHY (continued)

6. Education: high school, college, and degrees received. Include dates of degrees or leaving school.

_____

_____

_____

_____

_____

_____

up to high school diploma, count years of schooling	00 - 12
up to bachelor's degree	13 - 16
post bachelor's short of masters	17
master's degree	18
graduate study short of Ph.D.	19
Ph.D.	20
Post doctoral work	21

7. Does this job contribute to long range career goals.

Yes = 1
No = 2

8. Recount accurately the number of full time jobs he has had since leaving school. Include references to grad school, returns to undergraduate study, military service.

_____

_____

_____

Job mobility:

a. Count number of different full time employers since participant entered full time labor force. Count from point where participant left undergraduate college (or high school if no college educ.).

b. Count number of elapsed years from point where counting of employers began.

c. Divide number of years (b) by number of employers (a).

The resultant is indicator offrequency with which participant changes jobs. Four digit code with decimal point in middle. 00.00

9. Did respondent have prior experience in present type of work before joining housing division? Yes = 1
No = 2

APPENDIX E (continued)

PERCEPTIONS OF SUPERVISOR

(Used in first, second, and third interview waves)

1. "Aside from your estimate of the chances of changing your activity structure to define this job in terms of your self-realization, how much power do you have right now . . . within the present framework of your job . . . to bring the changes you want to see?"

job now has all power needed	4
job has some of power needed	3
job has little of power needed	2
job has no power to change	1

2. "How flexible do you believe your supervisor is about evolving change in your job activity structure?"

supv is enthused about change	4
supv is lukewarm to change	3
supv sees little need to change	2
supv sees no need for change	1

3. "It would help me if I had some idea of how much lee-way name of supervisor has to help you make changes in your job . . . to help you re-structure according to your own definitions. Now I'm not talking about his personal inclination to do any of this . . . whether he is personally for or against i . . . I'm only interested right now in whether the structure of his job lets him help you make changes in yours. How much latitude does he have?

great deal of latitude	4
some latitude	3
little latitude	2
none	1

4. "Of what you are capable of contributing to this job, how much are you able to contribute now?" (This item used only in T_2 and T_3.)

all I have	5
most	4
some	3
little	2
none	1

5. "How often does your supervisor expect you to report back to him on things you are working on?"

several times a day	60
once a day, everyday	30
every day or so	15
once a week	04
couple times a month	02
monthly or less often	01

6. "How well do you feel that your supervisor understands your problems and needs?"

completely (or indifferent)	4
well enough	3
little	2
not at all	1

7. "How well do you feel that your supervisor recognizes your potential?"

fully (who cares)	4
as much as next guy	3
some but not enough	2
none at all	1

8. "Regardless of how much formal organizational authority your supervisor has built into his position, what are the chances that he would be personally inclined to use his power to help you solve problems in your work?"

he certainly would	4
probably would	3
might or might not	2
no	1

APPENDIX E (continued)

HOPPOCK JOB SATISFACTION BLANK

(Used in first and third interview waves.)

What is your opinion?

1. If you really worked harder on your job, what do you think are your chances of getting a higher performance rating from your supervisor? (circle one)

   No chance at all
   Probably would not get it
   Do not know
   Probably would get it
   Certain to get it.

2. If you really looked for another job, what do you think are your chances of finding one as good or better than your present job in the near future? (circle one)

   No chance at all
   Probably would not find one
   Do not know
   Probably would find one
   Certain to find one

3. If you continue to work at your present rate, what do you feel are your chances of keeping your present job? (circle one)

   No chance at all
   Probably would not keep it
   Do not know
   Probably would keep it
   Certain to keep it

4. Circle the ONE of the following statements which best tells how you like your job.

   I hate it.
   I dislike it.
   I don't like it.
   I am indifferent to it.
   I like it.
   I am enthusiastic about it.
   I love it.

5. Circle one of the following to show HOW MUCH OF THE TIME you feel satisfied with your job.

All of the time.
Most of the time.
A good deal of the time.
About half of the time.
Occasionally.
Seldom.
Never.

6. Circle the ONE of the following which best tells how you feel about changing your job.

I would quit this job at once if I could get anything else to do.
I would take almost any other job in which I could earn as much as I am earning now.
I would like to change both my job and my occupation.
I would like to exchange my present job for another job.
I am not eager to change my job, but I would do so if I could get a better job.
I cannot think of any jobs for which I would exchange my present job.
I would not exchange my job for any other.

7. Circle one of the following to show how you think you compare with other people.

No one likes his job better than I like mine.
I like my job much better than most people like theirs.
I like my job better than most people like theirs.
I like my job about as well as most people like theirs.
I dislike my job more than most people dislike theirs.
I dislike my job much more than most people dislike theirs.
No one dislikes his job more than I dislike mine.

APPENDIX E (continued)

LEADERSHIP PROFILE

(Used in first interview wave.)

Instructions: Put an "x" in the space that best reflects you much you want your supervisor to do more or less of the behavior described in the statement at the left. For example, if you feel that he or she already keeps you fairly well informed of what is going on in the Division, but you still feel a little bit left out, then you would mark that behavior in the following way:

X. Lets his or her people know what is going on in the Housing Division. More:__:__:x:__:__:__:Less

Consider the More/Less spectrum as if it were written:

More :						: Less
A whole lot more often	Much more often	Slightly more often	Slightly less often	Much less often	A whole lot more often	

How much more or less often do you want your supervisor to do the following things:

1.	Criticize poor work done by his or her people:	More often : : : : : : :	Less often
2.	Allow his or her people freedom to do their jobs:	More often : : : : : : :	Less often
3.	Set broad, overall job goals for his or her people:	More often : : : : : : :	Less often
4.	Help the people under him with their personal problems:	More often : : : : : : :	Less often
5.	Let his people know what he or she really thinks:	More often : : : : : : :	Less often
6.	Decide in detail what shall be done by his or her people:	More often : : : : : : :	Less often

How much more or less often do you want your supervisor to do the following things:

7.	Praise good work done by his or her people:	More often : : : : : : :	Less often
8.	Act as mediator in disputes among people who report to him	More often : : : : : : :	Less often
9.	Make suggestions and comments to his or her people about their work:	More often : : : : : : :	Less often
10.	Deal with his or her people as colleagues rather than as subordinates:	More often : : : : : : :	Less often
11.	Act without consulting persons who report to him:	More often : : : : : : :	Less often
12.	Try out new ideas rather than just talk about them:	More often : : : : : : :	Less often
13.	Let his or her people know what he expects of them in their work:	More often : : : : : : :	Less often
14.	Follow through on his or her promises:	More often : : : : : : :	Less often
15.	Work at being liked by his or her people; be a nice guy:	More often : : : : : : :	Less often
16.	Tell the "inside" story to his or her people;	More often : : : : : : :	Less often
17.	Back up his or her people in dealing with the administration:	More often : : : : : : :	Less often
18.	Insist that his or her people follow standard procedures to the letter:	More often : : : : : : :	Less often

19.	Foster cooperation among his or her own people:	More often	Less often
20.	Seek suggestions or comments from his or her people:	More often	Less often
21.	Try to earn the respect of his or her people:	More often	Less often
22.	Stand up for his people even if it makes him unpopular with others:	More often	Less often
23.	Accept suggestions and comments from his or her people:	More often	Less often
24.	Work at creating a climate of genuine trust with his or her people:	More often	Less often

25. Listed below are six reasons often given by people when asked why they follow their supervisor's suggestions. Read all six carefully. Then mark an "x" in the spaces that best reflect how often each reason is a motivation for you to follow the suggestions of the person you report to:

A.	I admire him or her for personal qualities and I want to earn his or her respect and admiration.	More often:	regularly	very often	now and then	Less often: never
B.	I respect his or her professional or administrative competence and judgment about things with which I am less experienced.	More often:				Less often:
C.	He or she gives special help and benefits to those who cooperate.	More often:				Less often:
D.	He or she can apply pressure or penalize those who do not cooperate.	More often:				Less often:

E.	He or she has a legitimate right by virtue of position, to expect that I will carry out suggestions that have been made.	More often:	: : : : :Less often
F.	He or she can make the jobs of others quite enjoyable.	More often:	: : : : :Less often

APPENDIX E (continued)

EXPANDED VERSION OF LEADERSHIP PROFILE

(Used in third and fourth interview waves.)

Instructions: Put an "x" in the space that best reflects how much you want your supervisor to do more or less of the behavior described in the statement at the left. For example, if you feel that he or she already keeps you fairly well informed of what is going on in the Division, but you still feel a little bit left out, then you would mark that behavior in the following manner:

X. Let his or her people know what is going on in the Housing Division. More: : :x: : : : Less

Consider the More/Less spectrum as if it were written:

More	:	:	:	:	:	:	:	Less
	A whole lot more often	Much more often	Slightly more often	Slightly less often	Much less often	A whole lot less often		

How much more or less often do you want your supervisor to do the following things:

1.	Allow his or her people freedom to do their jobs:	More often : : : : : : :	Less often
2.	Set broad, overall job goals for his or her people:	More often : : : : : : :	Less often
3.	Let his people know what he or she really thinks:	More often : : : : : : :	Less often
4.	Decide in detail what shall be done by his or her people:	More often : : : : : : :	Less often
5.	Praise good work done by his or her people:	More often : : : : : : :	Less often
6.	Act as mediator in disputes among people who report to him:	More often : : : : : : :	Less often

7.	Make suggestions and comments to his or her people about their work:	More often : : : : : : :	Less often
8.	Deal with his or her people as colleagues rather than as subordinates:	More often : : : : : : :	Less often
9.	Act without consulting persons who report to him:	More often : : : : : : :	Less often
10.	Try out new ideas rather than just talk about them:	More often : : : : : : :	Less often
11.	Let his or her people know what he expects of them in their work	More often : : : : : : :	Less often
12.	Follow through on his or her promises:	More often : : : : : : :	Less often
13.	Work at being liked by his or her people; be a nice guy	More often : : : : : : :	Less often
14.	Tell the "inside" story to his or her people:	More often : : : : : : :	Less often
15.	Back up his or her people in dealing with the administration:	More often : : : : : : :	Less often
16.	Insist that his or her people follow standard procedures to the letter:	More often : : : : : : :	Less often
17.	Foster cooperation among his or her own people:	More often : : : : : : :	Less often
18.	Seek suggestions or comments from his or her people:	More often : : : : : : :	Less often
19.	Try to earn the respect of his or her people:	More often : : : : : : :	Less often
20.	Stand up for his people even if it makes him unpopular with others:	More often : : : : : : :	Less often

21.	Accept suggestions and comments from his or her people:	More often : : : : : : :	Less often
22.	Work at creating a climate of genuine trust with his or her people:	More often : : : : : : :	Less often
23.	Encourage slow people to work harder:	More often : : : : : : :	Less often
24.	Meet with people to set mutually agreed upon objectives for their job:	More often : : : : : : :	Less often
25.	Give you information on how you are progressing:	More often : : : : : : :	Less often
26.	Counsel you on job related matters:	More often : : : : : : :	Less often
27.	Talk with you about solving problems:	More often : : : : : : :	Less often
28.	Seek greater involvement from you in decision making:	More often : : : : : : :	Less often
29.	Talk to you about poor performance:	More often : : : : : : :	Less often
30.	Change his position as political realities in the division change:	More often : : : : : : :	Less often
31.	Involve you in decisions about your job:	More often : : : : : : :	Less often
32.	Relate to you as a unique individual:	More often : : : : : : :	Less often
33.	Inform you of the thinking behind his or her decisions:	More often : : : : : : :	Less often
34.	Treat you as a professional colleague:	More often : : : : : : :	Less often

35.	Discuss working relationship issues with you:	More often : : : : : : :	Less often
36.	Counsel you on personal matters not related to the job:	More often : : : : : : :	Less often
37.	Treat all of his people as equals:	More often : : : : : : :	Less often
38.	Talk critically to people who have done poor work:	More often : : : : : : :	Less often
39.	Emphasize meeting deadlines:	More often : : : : : : :	Less often
40.	Do things to help his or her people look good:	More often : : : : : : :	Less often
41.	Stress our working group being ahead of other units:	More often : : : : : : :	Less often
42.	Help you define your job:	More often : : : : : : :	Less often
43.	Talk about how much needs to be done:	More often : : : : : : :	Less often
44.	Put the welfare of the working group above the welfare of any person in it:	More often : : : : : : :	Less often
45.	Talk to you about the work of other people who report to him or her:	More often : : : : : : :	Less often

APPENDIX E (continued)

(Used in first interview wave.)

INSTRUCTIONS:

This questionnaire asks you to describe your supervisory style. Below are a number of statements that might be used to describe your supervisory style. Each statement is followed by a number of alternatives. Your task is to circle the alternative for each statement that best describes your supervisory style.

---

1. I criticize poor work done by my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

2. I allow my people freedom to do their jobs:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

3. I set broad, overall job goals for my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

4. I help the people under me with their personel problems:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

5. I let my people know what I really think:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

6. I decide in detail what shall be done by my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

7. I praise good work done by my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

8. I act as mediator in disputes among people who report to me:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

9. I make suggestions and comments to my people who report to me:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

10. I deal with my people as colleagues rather than as subordinates:

    ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

11. I act without consulting persons who report to me:

    ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

12. I try out new ideas rather than just talk about them:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

13. I let people know what I expect of them in their work:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

14. I follow through on my promises:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

15. I work at being liked by my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

16. I tell the "inside" story to my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

17. I back up my people in dealing with the administration:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

18. I insist that my people follow standard procedures to the letter:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

19. I foster cooperation among my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

20. I seek suggestions or comments from my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

21. I try to earn the respect of my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

22. I stand up for my people even if it makes me unpopular with others:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

23. I accept suggestions and comments from my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

24. I work at creating a climate of genuine trust with my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

25. Listed below are six reasons often given by people when asked WHY they follow their supervisor's suggestions. Read all six carefully. Then mark an "X" in the spaces that best reflect how often you feel each reason is a motivation for your people to follow your suggestions.

A. I admire him or her for personal qualities and I want to earn his or her respect and admiration:

__ regularly __ very often __ now and then __ never

B. I respect his or her professional or administrative competence and judgment about things with which I am less experienced.

__ regularly __ very often __ now and then __ never

C. He or she gives special help and benefits to those who cooperate.

__ regularly __ very often __ now and then __ never

D. He or she can apply pressure or penalize those who do not cooperate.

__ regularly __ very often __ now and then __ never

E. He or she has a legitimate right, by virtue of position, to expect that I will carry out suggestions that have been made:

__ regularly __ very often __ now and then __ never

F. He or she can make the job of others quite enjoyable:

__ regularly __ very often __ now and then __ never

APPENDIX E (continued)

(Used in third and fourth interview waves.)

INSTRUCTIONS:

This questionnaire asks you to describe your supervisory style. Below are a number of statements that might be used to describe your supervisory style. Each statement is followed by a number of alternatives. Your task is to circle the alternative for each statement that best describes your supervisory style.

---

1. I allow my people freedom to do their jobs:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

2. I set broad, overall job goals for my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

3. I let my people know what I really think:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

4. I decide in detail what shall be done by my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

5. I praise good work done by my people:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

6. I act as mediator in disputes among people who report to me:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM N VER

7. I make suggestions and comments to my people about their work:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

8. I deal with my people as colleagues rather than as subordinates:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

9. I act without consulting persons who report to me:

   ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

10. I try out new ideas rather than just talk about them:

    ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

11. I let people know what I expect of them in their work:

    ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

12. I follow through on my promises:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

13. I work at being liked by my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

14. I tell the "inside" story to my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

15. I back up what persons under me do:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

16. I insist that my people follow standard procedures to the letter:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

17. I foster cooperation among my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

18. I seek suggestions or comments from my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

19. I try to earn the respect of my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

20. I stand up for my people even if it makes me unpopular with others:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

21. I accept suggestions and comments from my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

22. I work at creating a climate of genuine trust with my people:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

23. I encourage slow working persons to work harder:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

24. I meet with my people to set mutually agreed upon objectives for each job.

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

25. I give information on how my people are progressing toward an objective.

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

26. I counsel my people on job related matters:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

27. I engage in problem solving discussions with my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

28. I seek greater involvement in decision making for my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

29. I talk to my boss about a subordinate's poor performance:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

30. I change my position depending upon the changing political realities:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

31. I involve subordinates in decisions which affect their jobs:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

32. I relate to subordinates as unique individuals:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

33. I inform my people of the thinking behind my decisions:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

34. I treat my people as professionals:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

35. I discuss working relationship issues with my people:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

36. I counsel my people in non-job-related matters:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

37. I treat all persons under me as equals:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

38. I talk critically to a person responsible for poor work:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

39. I emphasize the meeting of deadlines:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

40. I do things to help my people look good:
ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

41. I stress the importance of our unit being ahead of other units:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

42. I help my people define their job:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

43. I talk about how much needs to be done:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

44. I put the welfare of my unit above the welfare of any person in it:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

45. I talk to subordinates about other subordinates' work:

ALWAYS OFTEN FAIRLY OFTEN OCCASIONALLY SELDOM NEVER

APPENDIX E (continued)

NEEDS AND TREATMENT

(Used in third and fourth interview waves.)

For each of the following factors in your relationship with your supervisor, tell us:

(a) How much you are getting now; and

(b) What you prefer to be getting from your immediate supervisor

---

1. Personal involvement by me in making decisions that affect my work.

(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

---

2. Information from my supervisor about the limits of both my job duties and my job authority.

(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

---

3. Information regarding my supervisor's assessment of my day-to-day job performance.

(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

---

4. Assurance that my supervisor has confidence in my integrity, ability, and motivation.

(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

---

	(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

5. Attention by my supervisor to my feelingsand needs.

	(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
	(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

6. Assurance that my supervisor tells me the complete and accurate story.

	(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
	(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

7. Attention by my supervisor to details of my performance.

	(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
	(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

8. Assurance that my supervisor will support my reasonable actions.

	(a) Amount Getting: (Circle One)	Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal
	(b) Preferred: (Circle One)	Much more	More	Same	Less	Much less

How much of each of the following does _____ require to perform his job adequately and without undue dissatisfaction?

1. Personal involvement by him in making decisions that affect his work.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

2. Information from me about the limits of both his job duties and his job authority.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

3. Information regarding my assessment of his day-to-day performance.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

4. Assurance that I have confidence in his integrity, ability and motivation.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

5. Attention by me to his feelings and needs.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

6. Assurance that I tell him the complete and accurate story.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

7. Attention by me to the details of his job performance.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

8. Assurance that I will support his reasonable actions.

Almost None	A Little	A Fair Amount	Quite A Bit	A Great Deal

9. I give more personal attention to him or her than to other subordinates.

Always	Often	Fairly Often	Occasionally	Seldom	Never

10. I accept and implement changes which he or she suggests.

Always	Often	Fairly Often	Occasionally	Seldom	Never

11. I back up what he or she does.

Always Often Fairly Often Occasionally Seldom Never

12. I criticize his or her work.

Always Often Fairly Often Occasionally Seldom Never

13. I stress to him or her that our unit should be ahead of other units.

Always Often Fairly Often Occasionally Seldom Never

14. I explain to him or her the reasons behind my decisions.

Always Often Fairly Often Occasionally Seldom Never

15. How satisfied do you think he or she is with his or her job at the present time:

Very Dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

1. "To what extent does your supervisor help you to know what you are supposed to be doing in your job?"

a great deal	= 4
some	= 3
little	= 2
not at all	= 1

2. "To what extent have you been able to define this job for yourself--to carve out your own area of responsibility, to make major changes in your activities and the like?"

completely (or indifferent)	= 4
somewhat	= 3
little	= 2
not at all	= 1

3. "As far as you know, does your supervisor usually let you know what he expects from you, or does he usually keep these things to himself?"

always lets me know	= 4
usually lets me know	= 3
seldom lets me know	= 2
never	= 1

4. "Do you usually feel that you know where you stand . . . do you usually know how satisfied your supervisor is with what you do?"

always know where I stand	= 4
usually know where I stand	= 3
seldom know where I stand	= 2
never know	= 1

BIBLIOGRAPHY

1. Applewhite, P.B., Organizational Behavior, Prentice-Hall, 1965.

2. Atchison, T.J., and Lefferts, E.A., "The Prediction of Turnover Using Herzberg's Job Satisfaction Technique," Personnel Psychology, v. 25, p. 53-64, Spring 1972.

3. Etzioni, A., A Comparative Analysis of Complex Organizations, Free Press, 1961.

4. Fleishman, E.A., and Harris, E.F., "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology, v. 15, p. 43-56, Spring 1962.

5. Friedlander, F., and Walton, E., "Positive and Negative Motivations Toward Work," Administrative Science Quarterly, v. 9, p. 195-207, Spring 1964.

6. Graen, G., Dansereau, F., and Haga, W., The Invisible Organization, Cambridge, Mass: Schenkman, 1974, in press.

7. Graen, G.B, and others, "Dysfunctional Leadership Styles," Organizational Behavior and Human Performance, v. 7, p. 216-236, No. 2, April 1972.

8. Herzberg, F.W., Work and the Nature of Man, Cleveland: World Publishing, 1966.

9. Hoppock, R., Job Satisfaction, Harper, 1935.

10. Ingham, G.K., Size of Industrial Organization and Worker Behavior, Cambridge University Press, 1970.

11. Johnson, T.W., and Graen, G., "Organizational Assimilation and Role Rejection," Organizational Behavior and Human Performance, 1973: in press.

12. Katz, D., and Kahn, R.L., The Social Psychology of Organizations, Wiley, 1966.

13. Lofquist, L.H., and Dawis, R.V., Adjustment to Work, Appleton-Century-Crafts, 1969.

14. Lyons, T.F., "Turnover and Absenteeism: A Review of Relationship and Shared Correlates," Personnel Psychology, v. 25, p. 271-281, Summer 1972.

15. Morse, N.C., Satisfactions in the White-Collar Job, University of Michigan, 1953.

16. Scott, W.G., and Mitchell, T.R., Organization Theory, Irwing-Dorsey, 1972.

17. Seashore, S.E., Group Cohesiveness in the Industrial Work Group, University of Michigan, 1954.

18. Telly, C.S., French, W.L., and Scott, W.G., "The Relationship of Inequity to Turnover Among Hourly Workers," Administrative Science Quarterly, v. 16, p. 161-172, June 1971.

19. Vroom, V., Work and Motivation, Wiley, 1964.

20. Winer, B.J., Statistical Principles in Experimental Design, McGraw-Hill, 1962.

INITIAL DISTRIBUTION LIST

		NO. COPIES
1.	Defense Documentation Center Cameron Station Alexandria, Virginia 22314	2
2.	Library, Code 0212 Naval Postgraduate School Monterey, California 93940	2
3.	Commander, Naval Communications Command Naval Communications Command Headquarters 4401 Massachusetts Avenue Washington, D. C. 20390	1
4.	Library, Code 55 Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
5.	Professor William Haga, Code 55Hi Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
6.	LCDR R. A. Kamrath USS Tang (SS-563) FPO San Francisco, California 96601	1
7.	Professor George B. Graen Institute of Labor and Industrial Relations University of Illinois Champaign, Illinois 61820	1
8.	Professor Fred Dansereau Baruch College City University of New York Department of Management Box 232 17 Lexington Avenue New York, New York 10010	1

9.	Professor John Senger, Code 55Se Department of Operations Research and Administrative Sciences Naval Postgraduate School Monterey, California 93940	1
10.	CDR Eugene J. NORMAND, Code 52No Naval Postgraduate School Monterey, CA 93940	1

Security Classification

DOCUMENT CONTROL DATA - R & D

Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified)

TING ACTIVITY *(Corporate author)*

val Postgraduate School
nterey, California 93940

2a. REPORT SECURITY CLASSIFICATION
Unclassified

2b. GROUP

T TITLE

nagerial Turnover: Process and Boundary Conditions

PTIVE NOTES *(Type of report and inclusive dates)*

ster's Thesis; March 1973

R(S) *(First name, middle initial, last name)*

ert Allan Kamrath

T DATE

rch 1973

7a. TOTAL NO. OF PAGES
90

7b. NO. OF REFS
20

RACT OR GRANT NO.

ECT NO.

9a. ORIGINATOR'S REPORT NUMBER(S)

9b. OTHER REPORT NO(S) *(Any other numbers that may be assigned this report)*

IBUTION STATEMENT

proved for public release; distribution unlimited

LEMENTARY NOTES

12. SPONSORING MILITARY ACTIVITY
Naval Postgraduate School
Monterey, California 93940

RACT

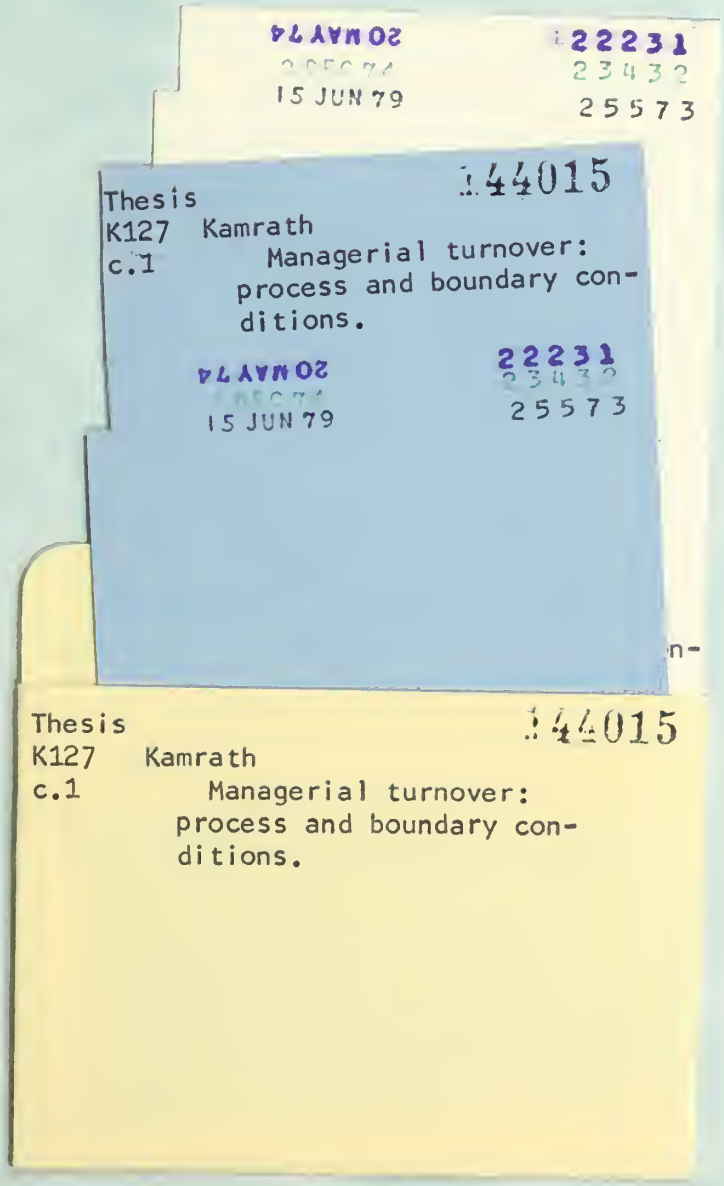
Sixty university administrators were studied as a cohort for a year to deter-
ne attitudinal elements of job turnover. A triangulated perspective was produced
investigating the role demands of a focal manager as perceived by the focal
spondent, supervisor, and subordinates. Data was collected at four time points
ring the year. The variables related to managerial turnover were: demand for
pervisory consideration and structuring, supervisory leadership style, job satis-
ction, and biographical factors. Managerial turnover was found to be a time
pendent process. The differences in consideration and leadership demands
tween the managers who left the organization and those who remained increased
ross time. The lack of consideration and leadership was found to lead to job
ssatisfaction, an awareness of job dislike relative to peers, a desire to change
bs, and finally termination from the organization.

FORM 1473 (PAGE 1)
NOV 68
01-807-6811

Security Classification

A-31408

KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
rnover						
nagerial Turnover						
oor Turnover						


20 MAY 74
15 JUN 79
22231
23432
25573
144015
Thesis
K127 Kamrath
c.1 Managerial turnover: process and boundary conditions.
20 MAY 74
15 JUN 79
22231
23432
25573
144015
Thesis
K127 Kamrath
c.1 Managerial turnover: process and boundary conditions.

thesK127
Managerial turnover :
3 2768 002 11389 6
DUDLEY KNOX LIBRARY